



# School Performance Reports

Dr. John Ramos, Superintendent

May, 2017

# Overview

- School Performance Reports are one of New Jersey's three primary accountability systems, which also include federal accountability for schools under the Every Student Succeeds Act (ESSA) and state accountability for districts under the Quality Single Accountability Continuum (QSAC). Each of these systems comes with a unique set of indicators and/or requirements and collectively defines accountability for education in New Jersey.

# Changes to the report

Chronic Absenteeism, now included in HS report

PSAT and ACT Performance

Career and Technical Education

Peer Schools Removed

# What is Measured?

## **Academic Achievement**

PARCC Scores

## **Student Growth**

Student Growth Percentiles

Overall Graduation Rate

Dropout Rate

## **College and Career Readiness**

Elementary Schools- Chronic Absenteeism

Middle Schools- Chronic Absenteeism

High School- Chronic Absenteeism

% Students taking SAT or ACT

% Students taking PSAT

% Students taking at least one AP test in English, Math, Science, or SS

% Students scoring  $\geq 3$  on AP tests

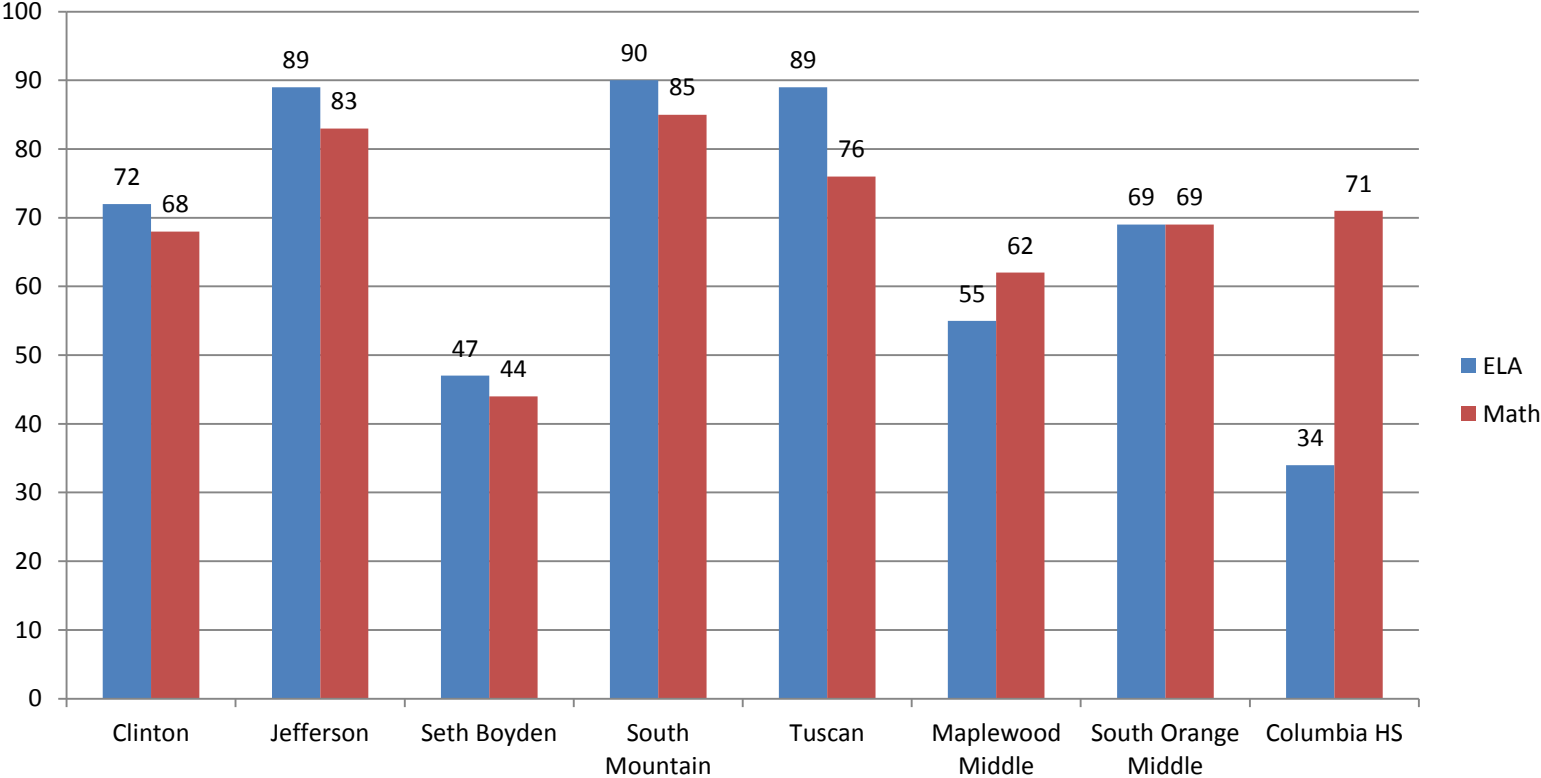
## **Enrollment in Performing and Visual Arts**

Middle Schools and High School

# Participation Rates on 2015-2016 PARCC

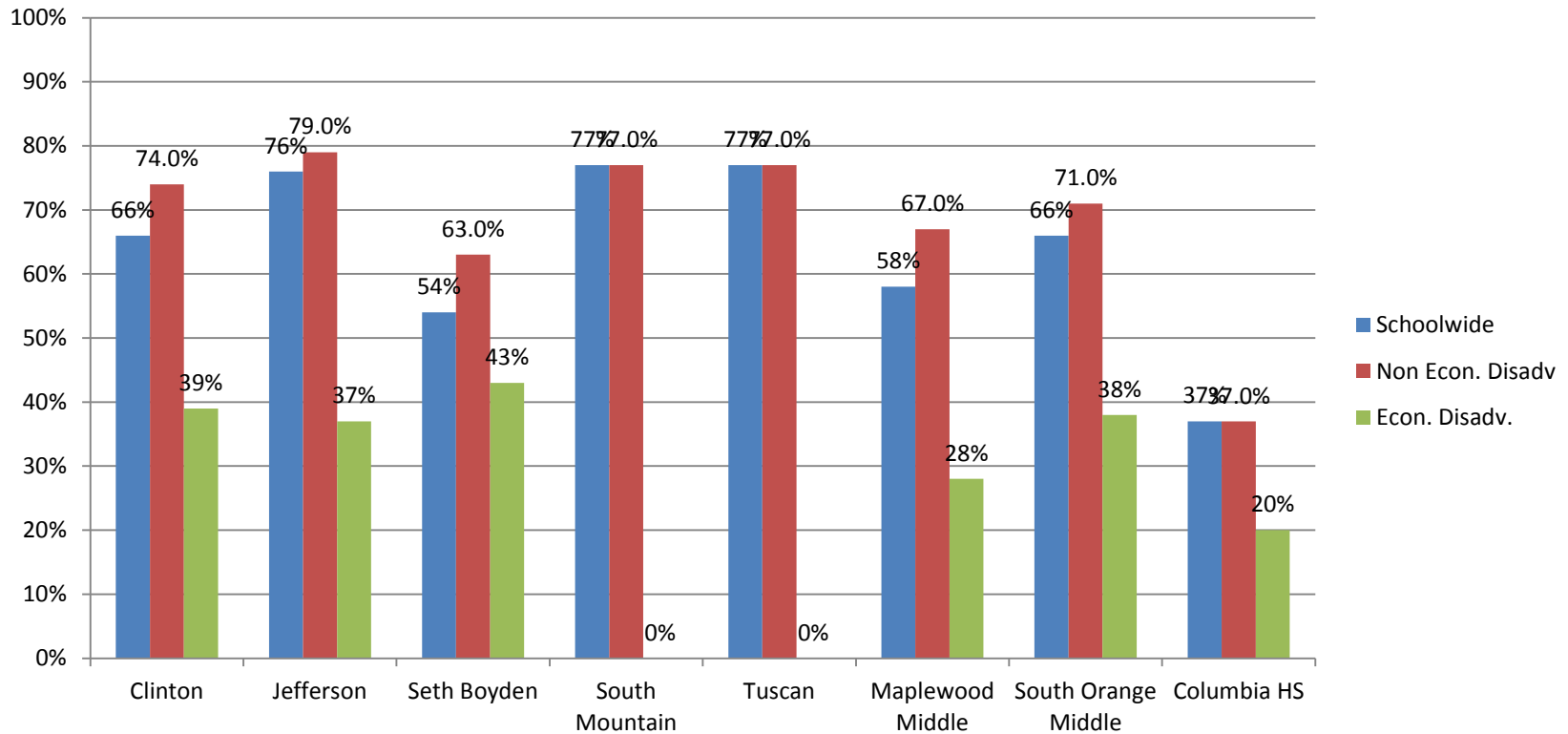
School	Valid Scores	Participation Rate	Met Goal
Clinton	255	97%	Yes
Jefferson	427	96%	Yes
Seth Boyden	223	94.6%	Yes
South Mountain	296	95%	Yes
Tuscan	311	95%	Yes
Maplewood Middle	682	90%	No
South Orange Middle	683	87%	No
Columbia HS	504	59%	NO

# Statewide Performance Percentile



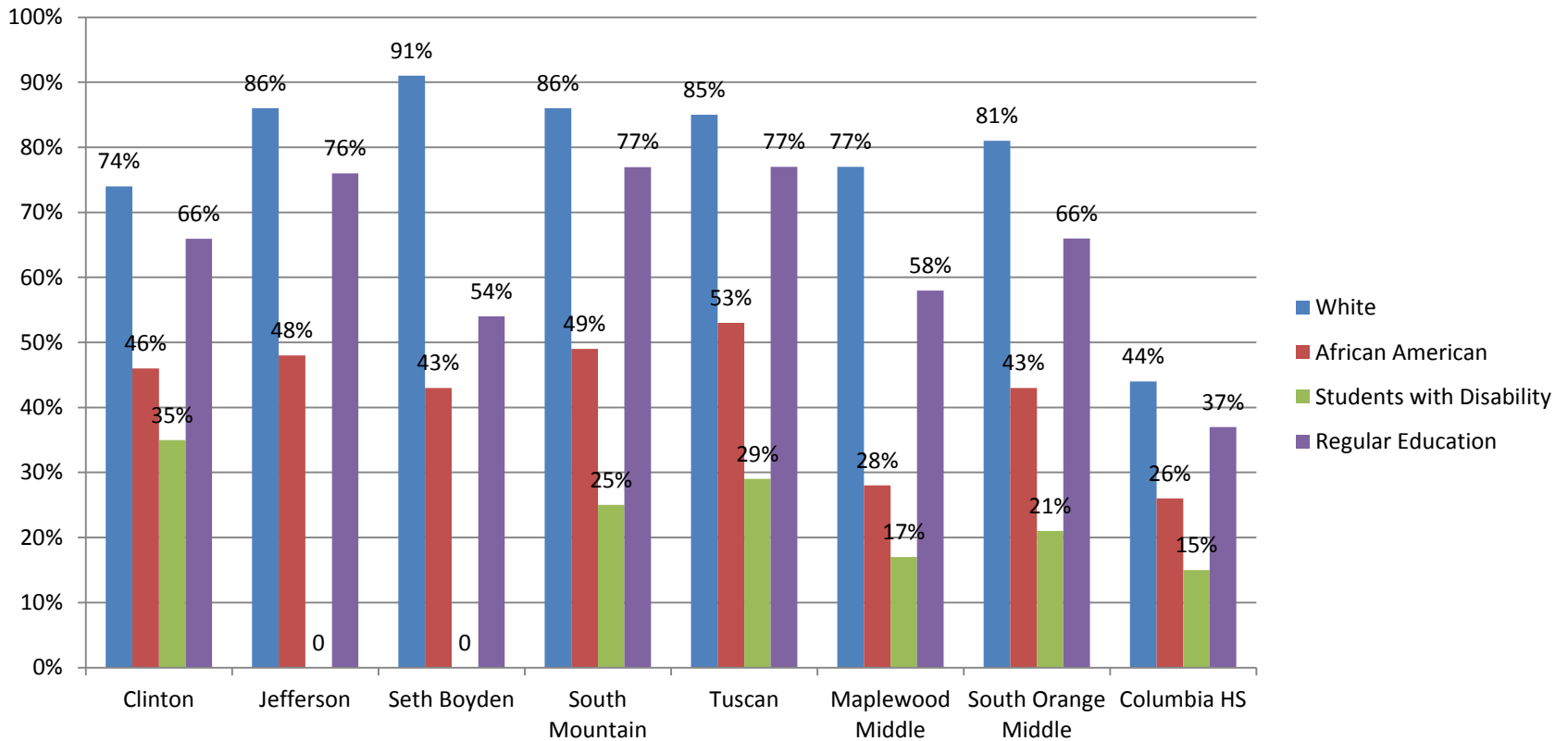
Statewide percentile is 50%

# ELA-Met/Exceeded Expectations Economic Disadvantaged



South Mountain and Tuscan schools have a economic disadvantages group of <10%.

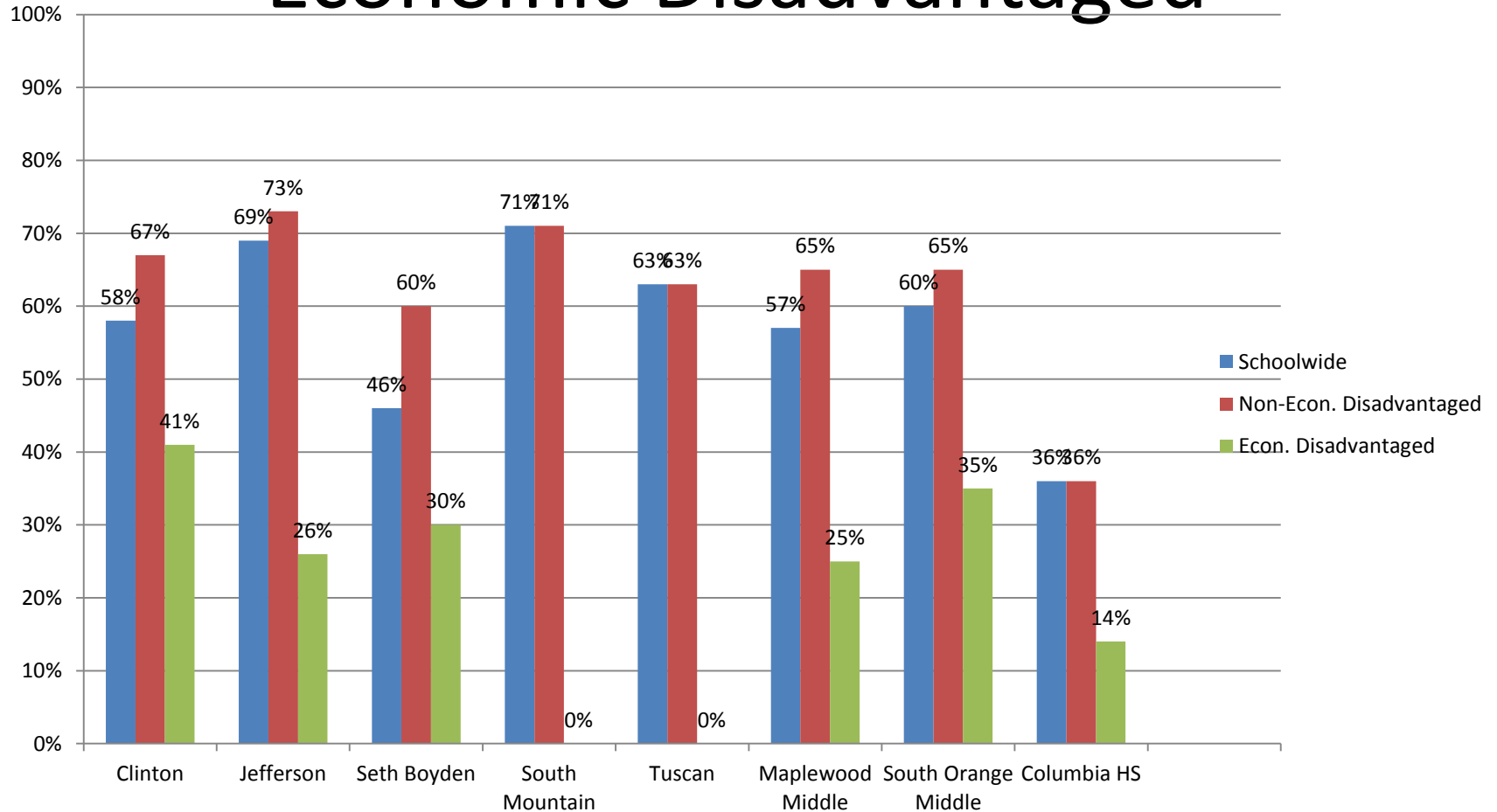
# ELA-Met/Exceeded Expectation Demographics



The average of students performing at or above expectations is less than 10% at Jefferson and Seth Boyden.

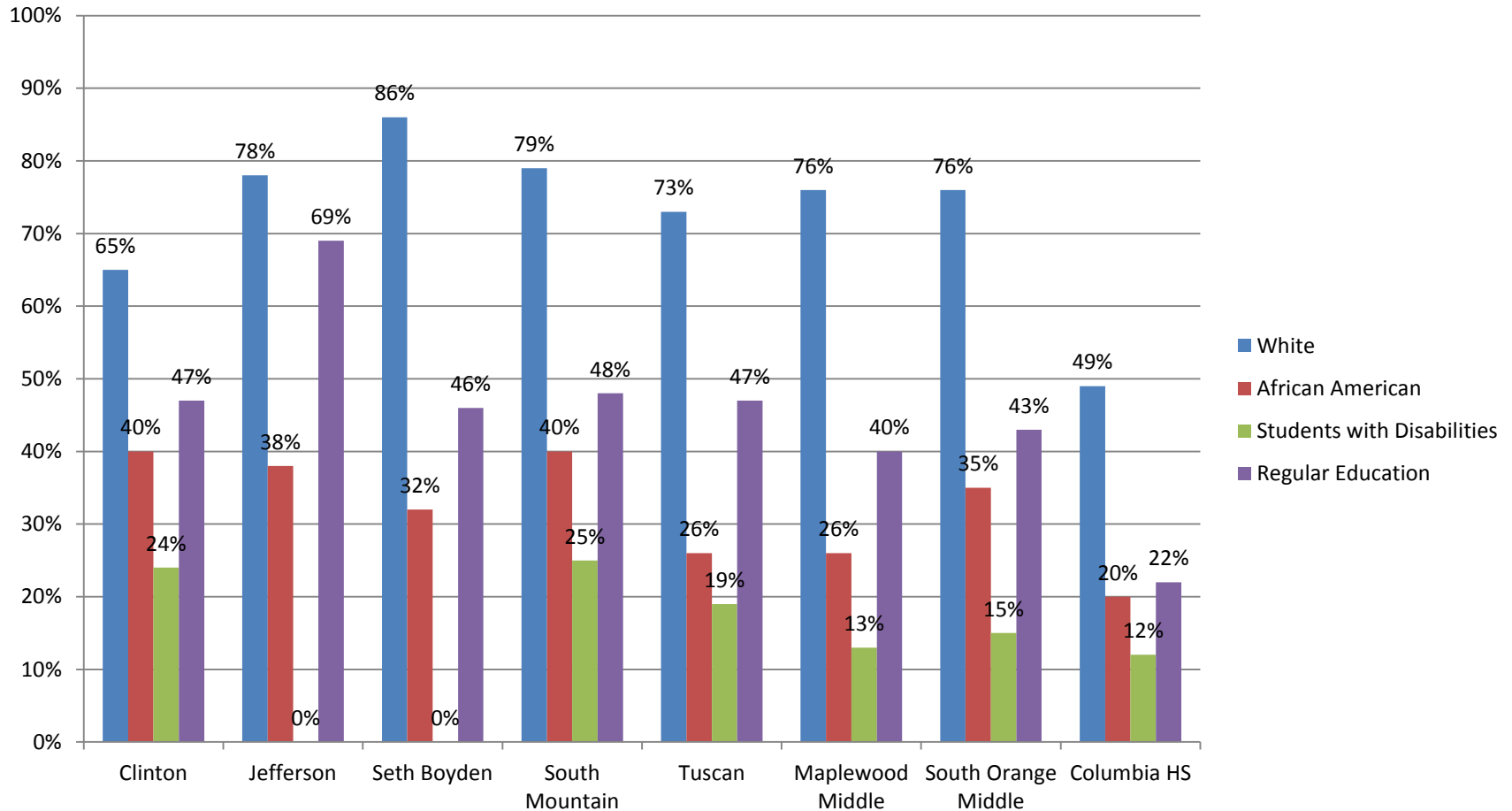


# Math- Met/Exceeded Expectations Economic Disadvantaged



South Mountain and Tuscan schools have a economic disadvantages group of <10%.

# Math-Met/Exceeded Expectations Demographics



The average of students performing at or above expectations is less than 10% at Jefferson and Seth Boyden.

# Student Growth

Student Growth creates a measure of how students progressed in grades 4 through 8 in Language Arts Literacy and in grades 4 through 7 in Math when compared to other students with a similar test score history.

# SGP/Example

Maria is a 6<sup>th</sup> grade student in New Jersey

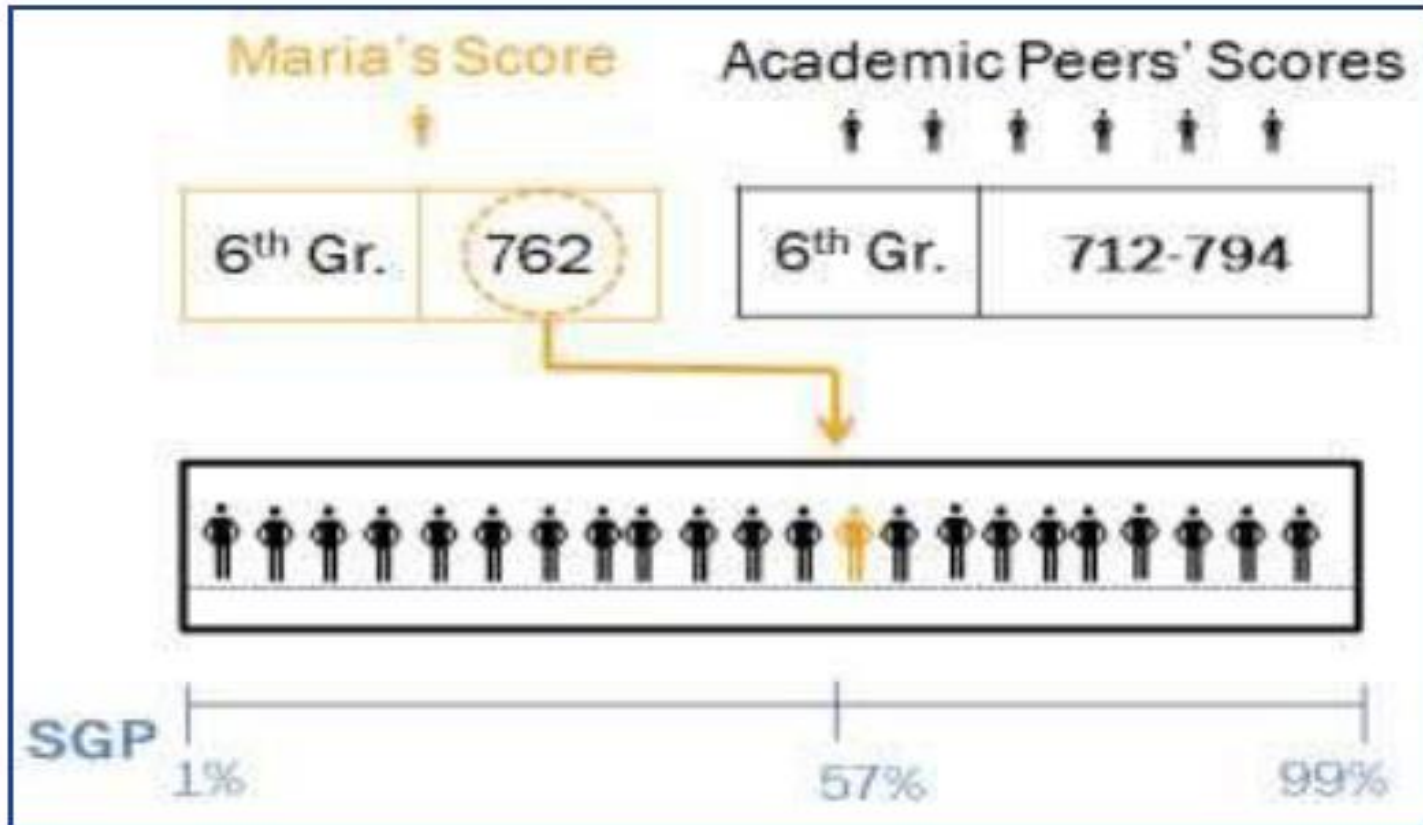
Her 6<sup>th</sup> grade ELA PARCC score is 762

The 6<sup>th</sup> grade scores of her academic peers (6<sup>th</sup> grade students across New Jersey with a score history similar to Maria's) range between 712 and 794 this year.

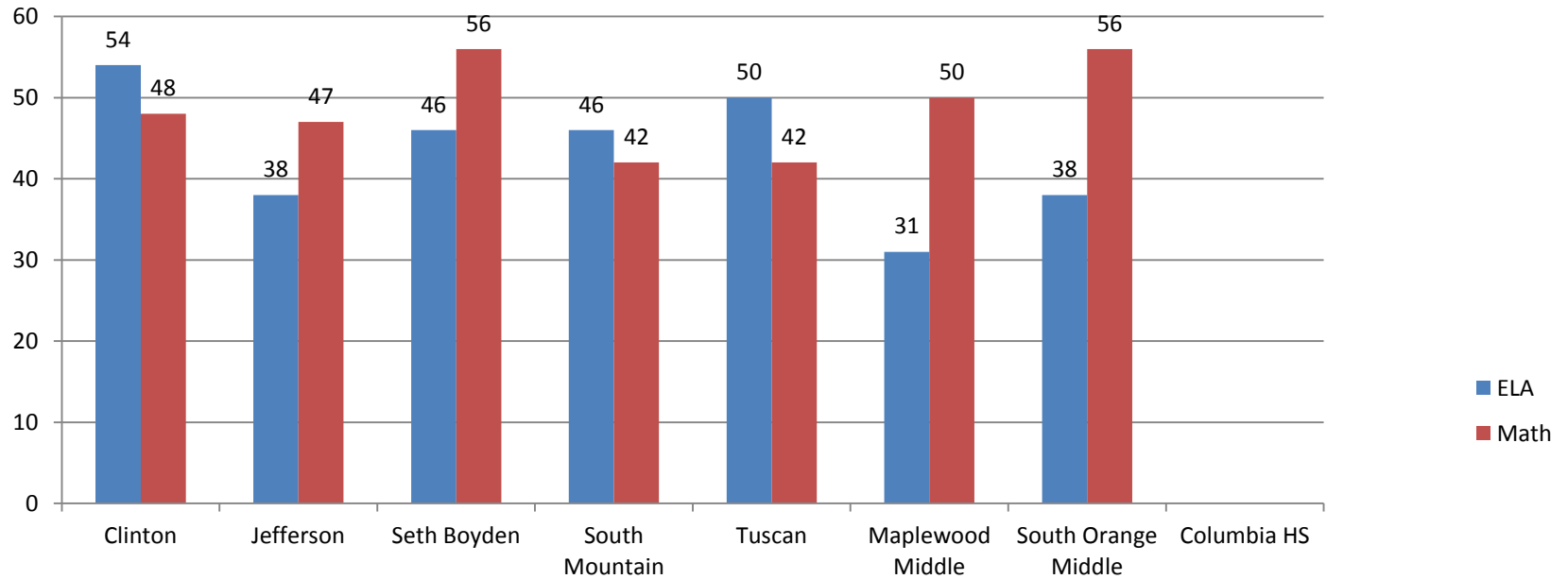
Maria's progress from 5<sup>th</sup> to 6<sup>th</sup> grade represents growth that was the same or better than 57% of her academic peers.

Maria's SGP score is 57

# SGP/Example



# Student Growth Percentiles 2015-2016



Low Growth- SGP of less than 35  
Typical Growth between 35-65  
High Growth- SGP higher than 65

# Why use SGP?

How much academic progress did a child make during a school year?

- Unlike proficiency rates, which show only whether students are performing at grade level, student growth provides a more complete picture of achievement and progress.

NJDOE technical experts confirm that SGP in the 2014-2015 and 2015-2016 school years are comparable to SGP in the 2013-2014 school year.

# Graduation Rate

	School Rate	Statewide Percentile	State Target
Schoolwide	88.8%	30	81%
White	95.2%	51	
African American	84.5%	35	
Hispanic	S	S	
American Indian	N	N	
Asian	S	S	
Native Hawaiian	S	S	
Two or More Races	S	S	
Students with Disability	85.5%	60	
English Language Learners	S	S	
Economically Disadvantaged Students	80%	23	

An “S” indicates that data doesn’t meet suppression rules(<30) and an “N” indicates that there is no data to display.



# Drop out Rate

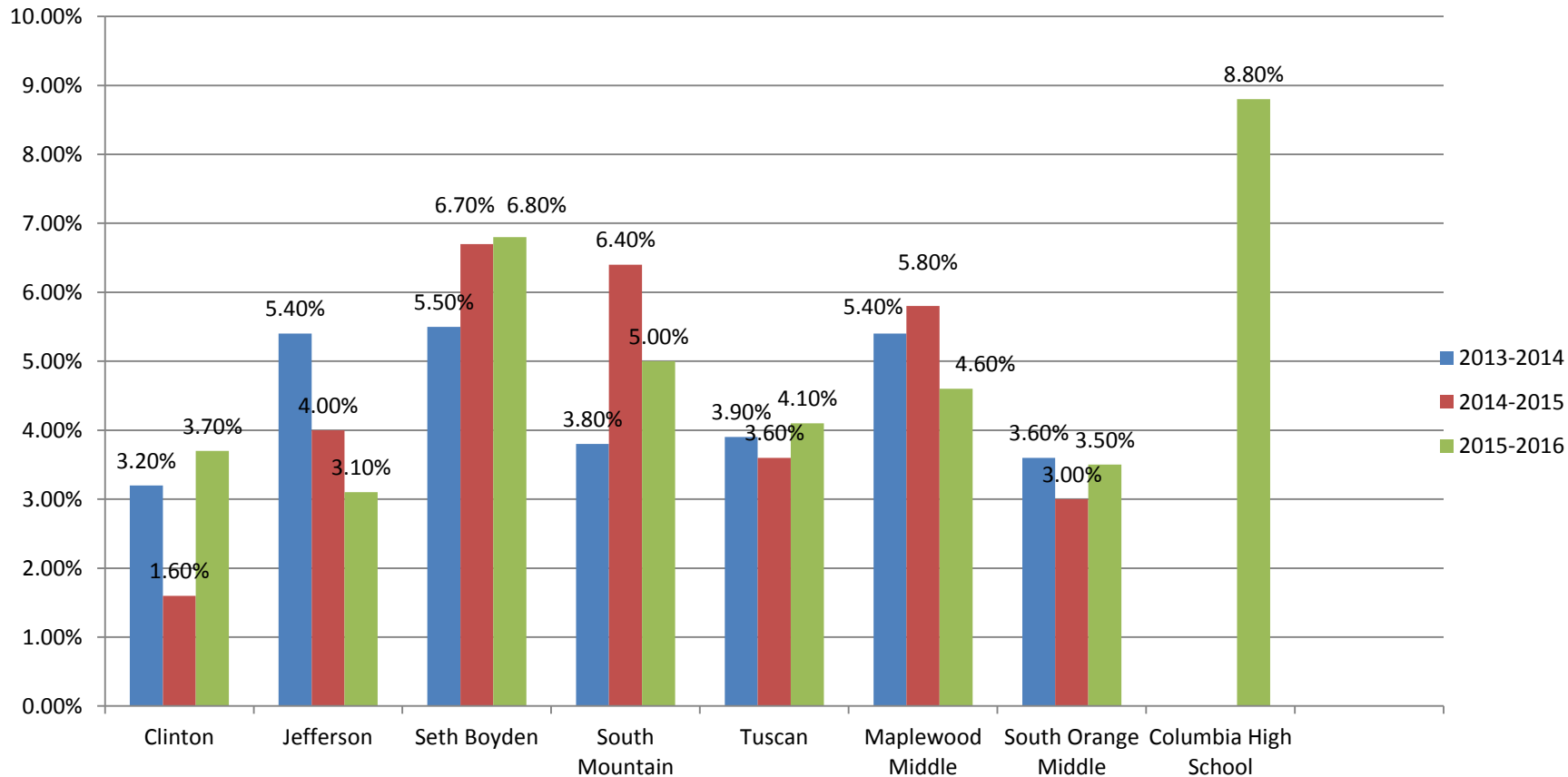
	School Rate	State Rate
Schoolwide	0.8%	1.2%
White	0.2%	0.6%
African American	0.7%	2.6%
Hispanic	4.9%	2.2%
American Indian	N	3.4%
Asian	N	0.2%
Native Hawaiian	N	0.3%
Two or More Races	S	1.0%
Students with Disability	1.0%	1.7%
English Language Learners	0.1%	0.1%
Economically Disadvantaged Students	2.8%	1.7%

An “S” indicates that data doesn’t meet suppression rules(<30) and an “N” indicates that there is no data to display.

# Students did not graduate in 4 years because ...

- Transferred out of CHS and did not enroll in another New Jersey High School
- Completed graduation requirements in September after their senior year
- Earned a GED
- Attended an out of district school and did not graduate (SPED)
- Retained and still attending school
- Dropped out

# College and Career Readiness Chronic Absenteeism



## Reasons of Absences:

Illness

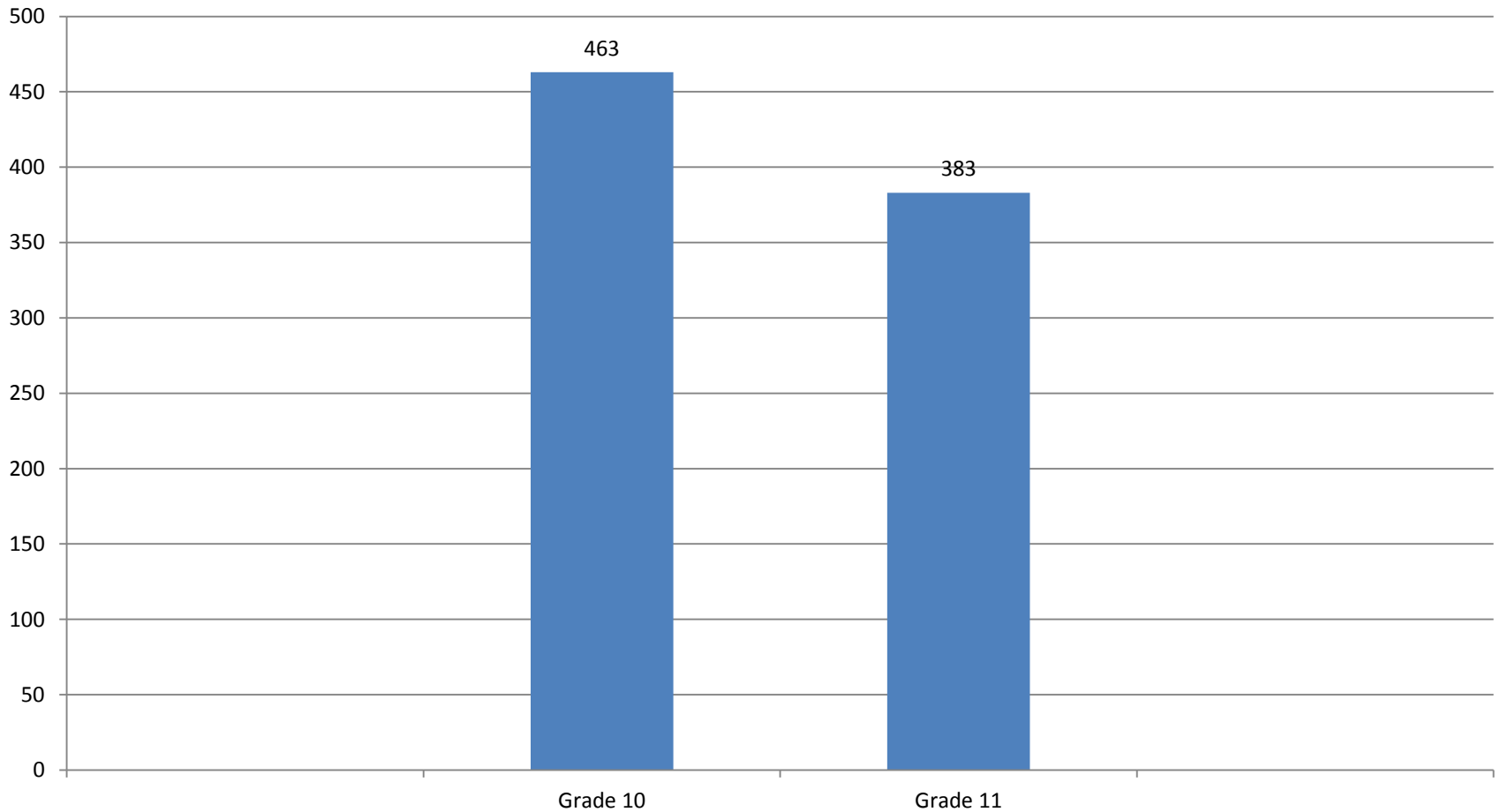
Vacations

6% or more indicates chronic absenteeism

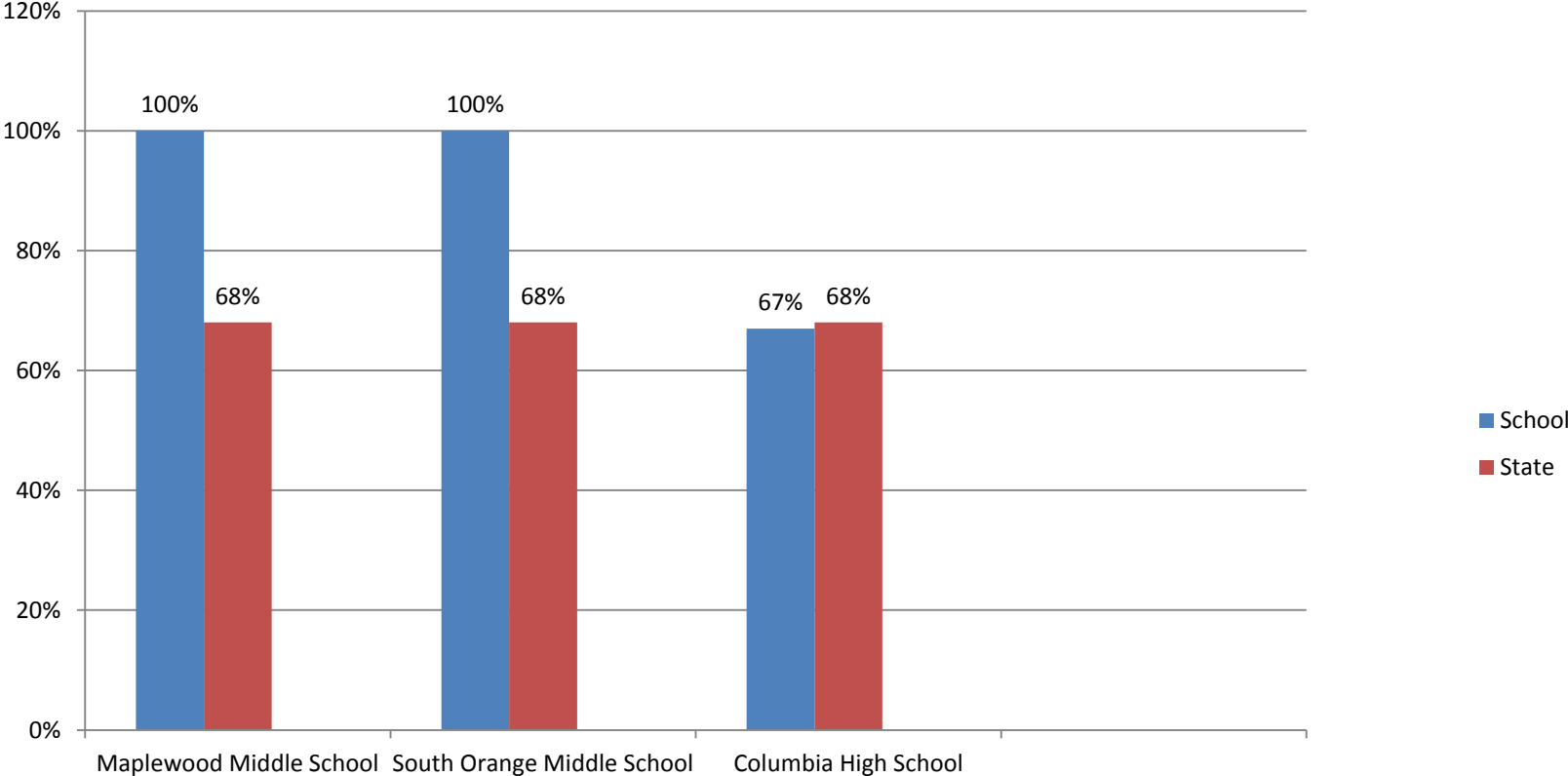
# College and Career Readiness PSAT/SAT/ACT

College and Career Readiness Indicators	Schoolwide Participation	Statewide Participation
Percent of Students Participating In PSAT	77.7%	79.8%
Percent of Students Participating In SAT	43.8%	50.9%
Percent of Students Participating In ACT	33.6%	27.6%

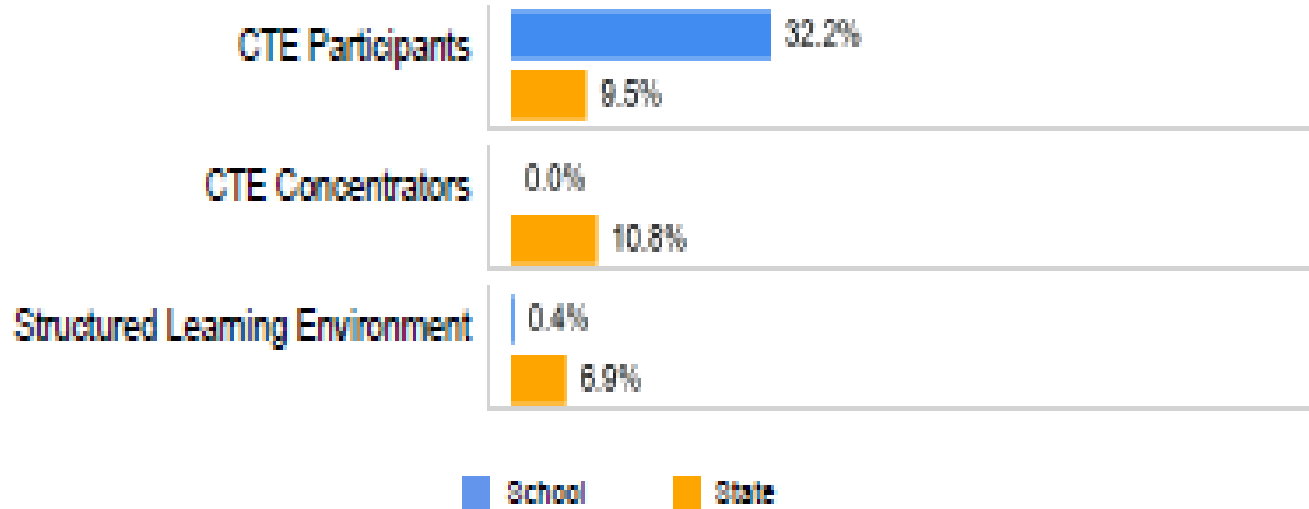
# Students who took the PSAT in October, 2015



# Enrollment in Visual and Performing Arts



# Career and Technical Education Participation



CTE participants are students who have completed only one course and CTE concentrators are students who have completed at least two courses.